DOCUMENT RESUME

ED 100 446 JC 750 075

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TITLE	A New Position in Higher Education: Liaison Officer for Articulation.
INSTITUTION	Center for State and Regional Leadership, Florida.; Florida Univ., Gainesville. Inst. of Higher Education.
SPONS AGENCY	Kellogg Foundation, Battle Creek, Mich.
PUB DATE	74
NOTE	46p.
EDRS PRICE	MF-$0.75 HC-$1.85 PLUS POSTAGE
DESCRIPTORS	*Administrative Organization; *Articulation (Program); Colleges; Counselor Characteristics; Counselor Functions; *Counselor Role; Educational Mobility; *Interinstitutional Cooperation; *Junior Colleges; Transfer Policy; Transfer Programs; Transfer Students
IDENTIFIERS	Articulation Counseling Office; Florida

ABSTRACT

In December 1973, the Arlie House Conference on College Transfers recommended the establishment of an Articulation Counseling Office (ACO) at each institution offering the junior and senior years of college. The ACO acts as a liaison between junior and senior educational institutions in an effort to make the articulation process easier for the students involved. As of 1974, Florida was the only state to have an ACO in each of its nine public universities. This study reviews literature pertinent to college transfer and presents the characteristics, workloads, roles, responsibilities, information needs, and problems of ACO personnel in Florida. Recommendations designed to aid in establishing the roles and responsibilities for ACO's in other institutions of higher education are made. Appended tables include summaries of role and responsibility responses to a survey questionnaire and organizational charts for each of the nine public universities. (DC)

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A NEW POSITION IN HIGHER EDUCATION: LIAISON OFFICER FOR ARTICULATION

by

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Institute of Higher Education
University of Florida
1974

JC 750 075

A publication of the Center for State and Regional Leadership
(University of Florida/Florida State University)
Supported in part by a grant from the W. K. Kellogg Foundation.

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PREFACE

The leadership which the state of Florida has exhibited in developing procedures for articulation between community colleges and universities is a natural outgrowth of the planned expansion of the community colleges in that state. More than half of the junior class in the state university system has begun college work in a community college.

Since the systems approach to planning was an essential concept in the early development of these institutions, it was inevitable that the systems approach would be used in relating one level of higher education with another in Florida.

One essential element of this system is carried out through the position Dr. Schafer has described in this study. Little attention has been given to this position in previous research. However, Dr. Schafer has competently outlined not only the need for this service but also the major activities which an individual may be expected to carry out.

This is one of a series of studies related to articulation which provide additional insight toward solving students' problems. Others will follow in the series of monographs.

James L. Wattenbarger, Director
Institute of Higher Education

October, 1974

A NEW POSITION IN HIGHER EDUCATION: LIAISON OFFICER FOR ARTICULATION

Many four-year institutions of higher education in the nation have found themselves awarding over one-half of their degrees to students who started college elsewhere. It is predicted that in 1979, one out of every 2.5 or fully 40 percent of the students enrolled in higher education for the first time, will be attending community colleges (10:44).

In spite of the past increases in the size of freshman classes at four-year schools, the number of students transferring to four-year schools has increased at more than twice the freshman rate (24). Obviously the burgeoning growth of the community college enrollment has had an effect on the upper division of four-year institutions. The expanding number of two-year colleges provides a screened body of students who desire to transfer into four-year institutions (24). The numerical increase increases geometrically the complexities and problems of interpreting a university's programs (23). Transfer students are no longer the forgotten minority; they have become, for many institutions, the forgotten majority.

Articulation between the two-year and four-year colleges has recently become the subject of national, regional and state meetings and conferences. Studies of the community college student have become more frequent and more sophisticated in efforts to understand the problems and promote the academic success of the transfer student (20).

One notable meeting in 1973 was the Arlie House Conference on College Transfers held in December, The selected leaders and participants, many considered experts in the field of articulation, met together to discuss this major, still growing and only recently recognized problem of higher education. One of their primary reasons for holding this conference was stated as:

> Full opportunity in postsecondary education in the '70's demands special attention to the barriers met by students whose circumstances or academic goals require transfers from one institution to another. It is estimated that one out of every four students, entering all institutions as full-time freshmen, transfer during their college careers. Increasing numbers of "itinerant" students--young and mature, women and men, prepared formally, by experience or both--faced in 1973 the transfer policies and practices of institutions they wished to enroll in and for many, the encounter resulted in frustrations, delay or discouragement. . . . (7:i)

In his 1972 study, The No. 2 Access Problem: Transfer to the Upper Division, Warren Willingham was able to refer to only four major transfer student research projects that he felt were comprehensive and could be applied nationally to the transfer situation (25).

The second major study is Guidelines for Improving Articulation Between Junior and Senior Colleges (11), published by the Joint Committee on Junior and Senior Colleges. This organization is composed of the American Association of Junior Colleges, the Association of American Colleges and the American Association of Collegiate Registrars and Admissions Officers.

The committee, chaired by Wattenbarger, developed a set of guidelines which was based primarily upon the Knoell and Medsker study. These guidelines were intended to serve as:

> . . . a set of general principles and suggestions against which policies and procedures could be evaluated . . . . The major benefit of the Guidelines is the succinct statement of desirable policies, boiled down . . . . (25:8)

There are twenty-seven guidelines organized under five headings: admissions; evaluation of transfer courses; curriculum planning; advising, counseling and other student personnel programs; and articulation programs. "It is a well-designed document, a basic reference of the literature . . . ." (25:9)

For his review of the transfer situation in the 1970's, Willingham in 1971 recontacted the forty-three institutions that Knoell and Medsker had used in their 1965 study. He found, according to his evaluating system, that while the forty-three institutions in 1971 followed about half of the guidelines, less than 20 percent were following between 75 percent and 100 percent of those recommendations made by the Joint Committee.

In 1967, Willingham and Findikyan, under the auspices of the College Board, conducted the third major study--a survey of transfer admission policies. Its major purpose was to obtain national data on "what sort of students are moving from where to where and what determines whether they are admitted." (24:9) The author found, in general, that

> The Junior College model is working well with respect to transfer admissions . . . [but] favorable circumstances are not always characteristic of transfer admissions . . .

> [there is] evidence of too much rigidity and too little effort to treat the special problems of transfers. (24:10)

The fourth and most current pertinent study was conducted by Frederick Kintzer from the University of California. In the fall of 1970, he completed a pilot survey designed to gather information nationally on transfer articulation as it is practiced in the various states (12). In 1973, he published a book as a result of this study--Middleman in Higher Education. Kintzer identifies several types of state and institutional articulation practices and policies. He categorizes and briefly discusses each state accordingly (13).

Willingham concluded in his overview study that while many states have articulation agreements under consideration, relatively little progress has been made since the Knoell and Medsker report of 1965 (25:10).

Other related literature on transfers refers to the community/junior college student himself, most notably Patricia Cross's study, The Junior College Student: A Research Description (4) and the Knoell and Medsker study cited above. The community/junior college student is a new breed; he represents the American dream of universal opportunity for higher education (3:19-24). When compared to his four-year institutional counterpart, this transfer student generally comes from a lower socioeconomic background and has performed less admirably academically before entering junior college. He expresses more feelings of inferiority and shows a lower self-esteem, but he is more conventionally and practically oriented. When he reaches a four-year institution, he continues to have

financial problems, usually increased, and often morale problems which require special institutional consideration (15:64-67).

The special problems and concerns of the community college students were reaffirmed in 1971 by Sandeen and Goodale (20). The problems unfortunately do not remain at the two-year colleges when the students transfer.

Sandeen and Goodale conclude:

> Transfer students with everyday problems or doubts about their motivations and interest, seldom found help at the four-year college and university. . . It is clear that large numbers of new transfer students are enrolled now in our four-year institutions of higher education and that they encounter special educational, social, vocational and financial problems there. Too little attention has been focused upon these special problems for our senior institutions and too few programs attempt to meet these students' needs. . . . If the educational impact of our colleges is to be enhanced, transfer students cannot simply be "left to fend for themselves" . . . special efforts need to be made to assist transfer students if they are to gain real educational benefits at the university. (20:183-184)

The attrition rate of transfer students also is higher than it should be. More effective means must be found to assist students in taking the maximum advantage of the expanding opportunity to obtain a higher education.

> All or most junior college students could be successful in achieving their degree goals after transfer if they would select a senior institution appropriate to their prior achievement. The proper matching of transfer student and institution at the upper division level is probably more important than choice of college would be for an entering freshman. (15:97)

Large numbers of students are often transferring into inappropriate programs as well as institutions. Improved counseling and improved communications among the various types

of colleges is necessary for both the students and the schools involved (14).

A report of a workshop on transfer students conducted through the National Institute of Mental Health (Project MH 2144, 1968) stated:

> Experience of discontinuity which often accompanies transition from one setting to another, from one role to another or from one institution to another produces either growth-producing challenges or threatening frustration and failure depending on how adequately one is able to cope with the demands of the new situation. It follows, therefore, that periods of transition provide special opportunities for the enhancement of growth and for the prevention of failure experiences. (1:1)

It can be concluded that the more community college guidance personnel and university faculty and administrators clearly understand the transitional experience and the concerns of students who transfer, the more adequately they can make this experience more constructive and meaningful for the student as well as more rewarding for the institution (6). "It has been said that articulation is both a process and an attitude . . . attitude is perhaps more important . . . ." (19:39)

Transfer Problems Identified

Warren Willingham, in the publication cited above (25) intended to update the transfer student situation: to "define the area, to identify important problems and to provide a basis for the development of articulation guidelines to improve the transfer process."

> It is surprising to find how little attention the transfer student receives in general discussion of college admission . . . .

Willingham expressed concern for the lack of research and up-to-date information. He uses three bases for emphasizing the importance of transfer admissions to higher education:

1. Smooth transfer to students from two- to four-year institutions is a requirement of the hierarchial models of postsecondary education now being developed by the individual states (as prompted by the federally supported 1202 Commissions). "If the transfer admissions process does not work, the model of higher education adopted by many states will not work" (25:2).

2. The second argument Willingham uses is the sheer power of numbers. The student movement from two- to four-year institutions has now become a major percentage of the college admissions operations. We are also seeing the growth of the upper-level-only institutions where all students are transfers from other institutions or have received advanced placement credits. How to handle student transfers has become a problem of major proportions (24:3).

3. The third reason used to support the importance of better articulation is that "this movement involved problems qualitatively different from those in freshman admissions." They must now be considered (25:3).

The ten major nationally recognized transfer problems identified in Willingham's study (25:13-37) are listed below:

1. The need to maintain articulated curricula across institutions.
2. The unique problem of guidance at the junior college.
3. Orientation at the senior college for transfer students.
4. Admissions procedures for transfer students.
5. Academic standards for transfer students.
6. Proper recognition for previously earned credit.
7. The monitoring of student flow to determine whether the higher education system is operating as the State intended.

8. Financial aid for transfer students.
9. Institutional space beyond normal allotments for freshmen.
10. Mechanisms to maintain various forms of articulation between all institutions.

The previous portions of this writing point out the problem; students in increasing numbers are transferring from one institution to another to complete their higher education and articulation problems are multiplying. Until the late 1960's, very little had been done to find solutions to these problems and only in the early 1970's have the four-year colleges and universities shown much concern for these students. Many states are establishing centralized offices to deal with articulation problems of postsecondary education, as these state agencies see them (2).

"In the past, articulation machinery has been inadequate at best" (15:97). Work is now being done to develop guidelines to improve the functionality of articulation agreements and make the transfer process an equitable transaction for all transfer students.

Basic articulation problems, according to J. H. Hertig (9), stem from three primary factors. First is a lack of mutual professional respect and acceptance among the two- and four-year college faculties; second is the failure to recognize the necessity of attacking articulation problems on a local or, at most, a regional scale, rather than assuming they will be solved on a state or federal level; and third is the absence

of mechanisms, which provide for student follow-up and which allow for and encourage the mixing of disciplinary counterparts from the two- and four-year colleges. Hertig's statements simplify, though possibly overly so, the multiple complexities found in the total articulation programs across the country.

> Organized efforts are underway in at least half of the fifty states to develop articulation agreements to establish machinery for the smooth transfer of students from the community/junior colleges to universities and senior colleges. (12:37)

The trend has been toward statewide articulation plans which center on the successful completion of the associate in arts or science degree as a "standard transfer ticket". These follow the examples set by Florida in 1965 and by Georgia in 1968. Fred Kintzer (13) pointed to overwhelming evidence that articulation is destined to become a state-controlled function. State agencies have increasingly been assigned coordinating if not controlling authority. Unless "grass roots" representation is strong, he warned, statewide committees are likely to favor the ever present budget and forget the ultimate client, the student (8).

> A state organization for articulation may be necessary but should not be a substitute for a local committee. Each college and university must have its own organization. (13:160)

Among the recommendations of the previously noted Arlie House Conference which were addressed to the administrative officers of four-year institutions was:

> Establish an Office of Articulation, with the Director reporting to the Chief Administrator--assisted in policy development by a standing committee including students, faculty, admin-

> istrators, financial aid officers, registrar, admissions and record personnel and student affairs staff member. (17:16)

This study was designed to explore that one aspect of articulation, the Articulation Counseling Office (ACO) such as recommended by the Arlie House Conference in 1973. The Articulation Counseling Office is the latest and, according to Frederick C. Kintzer, "the most promising university contribution to facilitating smooth articulation" (13:147). At the time of Kintzer's study, (1973) only seven states had even one university or state college office involved in the process of articulation with two-year colleges.

> [With] . . . Florida leading the way, collegiate institutions of all types are beginning to appoint articulation officers to represent them in statewide and regional systems, and may well expand their transfer counseling offices to include articulation ombudsman [counselor]. (13:160)

Florida is currently (1974) the only state to have an Articulation Counseling Office in each of the nine public universities; for this reason it has been selected as the subject of this study.

Florida has one of the most highly developed systems of community colleges in the nation. Having begun in 1957, Florida now has a community college within commuting distance of over 99 percent of its population. Increasing numbers of community college students indicate their desire to continue their higher education in Florida's universities. The problems of articulation are many and varied in individual institutions. To provide a solution to these problems, each of the nine Florida public universities has established an articula-

tion counseling office. This study provides a description of this position as it existed in Florida in 1974. It draws some conclusions and principles which should prove of practical benefit to other states, which may also wish to explore and experiment with this solution to their articulation problems.

For this study, each of the nine Officers for Articulation Counseling was individually contacted in person or by telephone. A copy of the questionnaire was given to each incumbent and an appointment was set up at his convenience. Visits were made to seven of the individual campuses and other interviews were held at mutually convenient meeting places. Interview time ranged from one hour to three hours in length. The interviews were conducted informally; occasionally other members of the institutional staff were able to contribute to the discussions to produce a well-rounded view of this university function.

The remaining participants listed below received a questionnaire by mail with a cover letter explaining the purpose of the study and seeking their cooperation, with a franked, return envelope.

1. The supervisor of each of the articulation counseling offices as identified by the ACO officers (nine).
2. The deans of upper division colleges and schools from each of the nine SUS institutions as representatives of the senior institutions (fifty-eight).
3. A selected representative of the Division of Community Colleges, of the Florida State Department of Education (one).
4. A selected representative of the Board of Regents of Florida (one).

5. The Deans of Academic Affairs of Florida's community colleges (twenty-eight).

6. The Deans of Student Personnel Services of Florida's community colleges (twenty-eight).

A total of 98 participants other than the incumbents contributed to the responses used in this study. All 107 responses are summarized in Tables 4 and 5.

The data collected included a structured interview guide (for the OAC), two multiple item checklists and general objective questionnaires developed by the investigator.

Summary of Data for the Nine Articulation Counseling Offices in Florida

The Articulation Counseling Offices (ACO's) in the State University System in Florida have as their strongest point in common, their unique differences. They mirror the particular institution that they are connected with, and emphasize the SUS's institutional autonomy.

Each ACO in the existing system, is run by a male Officer for Articulation Counseling (OAC) with 44 percent (four) between the ages of 46 and 55; three are younger and two are older. Five have earned doctoral degrees, three have master's degrees and one has a Bachelor of Science degree from the Naval Academy. Six of the nine have academic backgrounds directed toward education. Only two had any prior work experience with community colleges. However, none felt that the lack of such contact was detrimental to their effectiveness in their present positions.

Titles held by the officers varied: six were called Directors, one was called an Assistant Dean and two were

called Deans (these were the two with previous community college experience).

The average length of tenure in the office, to this date was 3.3 years with the longest term eight years and the shortest, two months. Each OAC served on at least two university committees or councils in his institution and the average was three memberships maintained.

Titles for the office also varied. There are three Community College Relations Offices, one Office of Admissions and Community College Relations, one Office for Community College Affairs, one School and Community Relations Office, one Inter-Institutional Relations Office and two Offices of the Dean for Matriculation Services.

Size and make-up of the office staffs varied considerably, two of the offices have the university admissions functions for their schools also; their staff sizes obviously reflect this.

Five of the offices are under the supervision of the Academic Affairs areas, two under Student Affairs, one under a Vice President for University Relations and one OAC answers directly to his President, refer to Figures 1-9 at the end of this paper.

Opinions on the desirability of office location varied, but the concensus was that the facility should be located near the supervisor's office to emphasize its organizational position and for ease of communication. The choice was about fifty-fifty as to the value of ease of accessibility to students--an attitude which was reflected in other organizational

patterns and functions of the individual offices.

Five OAC's stated they had spent 10 percent or less of their time in responsibilities other than in articulation related counseling, while four stated that 50 percent or more of their time was spent carrying out other unrelated responsibilities. These other areas of responsibilities varied and included: classroom instruction, high school articulation, federal relations, budget monitoring, executive assistant to the president, co-op coordinator, student financial aid and university admissions.

In eight of the nine instututions, transfer students accounted for over 60 percent of the upper division enrollment, with an average of 65 percent of the transferring students coming from Florida community colleges. The remaining transfers came from other four-year schools in Florida or from two- and four-year institutions throughout the world. The one institution with less than 60 percent of its upper division students as transferees has a one-man, part-time Articulation Counseling Office staff. These figures include the upper division institutions which, by definition, receive all of their students from other schools. However, many of their students come from Florida four-year schools and out-of-state institutions or, they may have tested out of the first two years of college through CLEP or other examinations and methods for advanced placement.

When asked to list and discuss the major responsibilities

of their office, thirty-seven items were received from the OAC's. They have been organized into the following eight areas listed below, in the numerical order of the frequency mentioned.

1. Serve as disseminator of information from the university to the community college students, counselors and faculty.

2. Coordinate all community college counseling and recruiting visitations by the university.

3. Inform university deans and faculty of the requirements of the Articulation Agreement and sensitize the university to the unique needs of transfer students.

4. Promote joint cooperative academic programs and projects between the university and community colleges.

5. Represent the university at community college councils and meetings.

6. Prepare and distribute community college counseling manual.

7. Sponsor workshops for transfer students to aid in communications between the community colleges and the university.

8. Analyze transfer student's programs and problems and provide feedback to the community college and the university.

All of these responsibility areas fit into the tables of role and responsibility data used in the questionnaires.

Officers for Articulation Counseling, representatives from their offices or institutional representatives under the coordination of the ACO travel around the state with regularity. Seven visit all twenty-eight public community colleges at least once a year and their regional colleges more frequently. The other two universities have restricted campus visitations primarily to their regional areas.

Virtually all attend (or in one instance, has a representative attend) the Community College Council of Academic

Affairs, the Community College Council of Student Personnel Services, the Community College Presidents Council and the Florida Association of Community College meetings around the state, throughout the year. Only five felt that attendance at the American Association of Community and Junior Colleges annual meeting is of value. Most other incumbents carry out various other travel assignments for the university as their responsibilities demand.

In all nine instances, the visits to the community college campuses were considered the most beneficial to their institutions and the most important responsibility of their office.

Not all of the OAC's do all or any of the campus visitations; some send individual representatives or teams from each college and some utilize their students as counselors and recruiters. In many instances the visitors will vary according to the situation.

The counselors and students receive primary attention during the community college visits; this is where most of the general information is needed and where misunderstandings may often occur.

When traveling, all nine university representatives carry catalogs, counseling manuals and individual college program bulletins; seven carry application forms; six, public relations pamphlets and five, financial aid forms and information. Other material carried includes housing information, veteran affairs information, student handbooks, school newspapers and the articulation agreement.

When asked what other information not available to them they feel would be helpful or beneficial, about half needed more information for particular college programs including career opportunity information. Better display cases were mentioned as desirable by two OAC's and two schools would like to have van-vehicles to enable them to offer a complete library of information to the community college students as they travel.

The primary problems dealt with as reported by the ACO's fall into three broad categories:

1. Problems of communications, cooperation and understanding within and between the community colleges and the universities. This includes attitudinal problems as well as academic articulation problems from both factions.

2. Organizational problems relating to availability of professional staff for the articulation offices, time away from other responsibilities to travel and proper emphasis on information and counseling as well as recruitment during visitations.

3. Individual student admissions problems,including transfer of "occupational" courses, quota colleges and inadequate transfer student orientation.

The majority of problems in the third category are solved within the ACO or referred to the area directly involved such as student affairs or the individual college. Organizational problems are found primarily within the smaller ACO's. More personnel, which may be translated into more budget, would obviously solve most of these problems. The first category remains the primary challenge to all concerned with articulation. The Articulation Agreement adopted by Florida in 1971 lays the ground work for ease of student transfer from one institution to another. However, the inevitable human elements, steeped

in tradition and nurtured in bureaucracy, found in the community colleges as well as the universities, are the focus of this problem. Time, recognition of the philosophy and goals of the community colleges, developing "humanistic" or student oriented policies and the enrollment (financial) crunch will help solve this problem.

One of the major responsibilities of the ACO is to act as a liaison person between the two institutions, getting faculty and staff cooperation in academic disciplines as well as in student services and educational goals. The ACO serves as the catalyst and motivator in solving these problems.

The OAC's have contact with the Florida University Board of Regents fairly infrequently and mainly for policy clarification. The primary contact with the Florida Division of Community Colleges is during council meetings and to secure state wide information on community colleges. Other state department agencies contacted were the Articulation Coordination Committee and the Division of Vocational and Technical Education.

All nine universities publish a Community College Articulation Manual which is updated annually. This is a major responsibility of the ACO. Six are responsible for or have direct input into other brochures and pamphlets published by their schools. Two regularly published newsletters and one other ACO sends counseling information bulletins as requested or as needed to keep communications up to date.

While all the universities send general information, catalogs, manuals and bulletins, both academic and student

affairs oriented, to the community colleges, only seven send grades of former community college students to their schools as a standard policy. Three of these schools also keep the community colleges informed of former students' progress, achievements and honors. The eighth university will send grades on request and the ninth, according to this OAC keeps no specific records for transfer student information at all. This institution has a low population of transfer students and appears uninterested in recruiting from this student pool for their school.

The most helpful information that universities indicated they received from community colleges was lists of graduates, catalogs and college newspapers. The most desired information that eight of the nine ACO's want from the community college is a list of graduating students including mailing addresses and indicating intended majors, the degree the student is receiving, preference of university and minority membership. No school indicated such a complete list was received from any institution. The other information desired by the ACO was feedback on the problems community college students were encountering that might escape their attention. A variety of efforts have been made to collect such information such as joint workshops and community college alumni questionnaires.

There was a heavy concensus by those in charge, as to the strongest point of this office. Summarized, they all concluded that the ACO offers the community colleges a viable contact with the university; there is a concerned person or

office with administrative support to act as liaison in effecting smooth articulation in general program areas and for specific student problems.

The weakest aspects perceived of these offices as they exist in the universities, is a lack of administrative support which, by definition, involved budgets and personnel, lack of space, lack of personnel available for college visitations, lack of time for effective planning and evaluations and lack of exposure and publicity for the office and what it may offer students. In some institutions the top administration is not "sold" on the values of this office. This may be interpreted by: (1) staff time allotted to the office including professional and non-professional staff, (2) budget allocated for community college visitations and meetings, and (3) the position of the office in the University's organizational chart. Such an attitude has a definite effect on the job the ACO is able to perform. Getting adequate faculty personnel to assist when needed is not always easy, especially when recruiting or counseling teams must travel on extended trips and financial support is limited.

The attached tables give a complete summary of role and responsibility responses by the incumbent articulation counseling officers.

The OAC's felt they should serve primarily as administrators, interinstitutional liaison officers, intrainstitutional liaison officers and coordinators of articulation programs. Two incumbents mentioned improving research as desirable for their

offices. Serving as a researcher, director of transfer orientation and non-academic counselor received the strongest negative votes from the OAC's. Interestingly, the role of recruiter received two-thirds of the votes as middle priority, with neither positive nor negative feelings expressed.

Seven or more OAC's felt serving as a liaison person, organizing and conducting seminars and workshops, developing and publishing material relating to transfer affairs and representing their universities, are definite responsibilities of the Articulation Counseling Office. Even a cursory review of Tables 1 and 2 will emphasize the varying opinions concerning role and responsibility, held by the Officers for Articulation Counseling in Florida today.

Summary and Conclusions

The academic or professional background of the OAC seems to have little bearing on the ability to handle this position successfully. The individual personality of the officer does appear to contribute to its level of success. Although community college experience isn't necessary, a sympathy toward its philosophy would seem to be required for effective communication. The two universities in Florida that most needed a sympathetic ear and had to show the strongest measure of good faith went the route of choosing an OAC with community college background.

While titles of officers and offices have varied, its organizational position, institutional support and administrative "clout" have been definitely major factors in the effec-

tiveness of this office in coordinating efforts and getting cooperation from other members of the university system as well as the community colleges.

There were two obvious organizational patterns which are evident in these offices. One approach was to have the OAC act as coordinator and manager of activities but not take an active part with community college campus visitations nor to work with the students. In such cases, the officer directed the activities of others to do the contact work and to serve as a catalyst for cooperation and coordination. These OAC still represent the university at the community college council meetings and other state, regional and national conferences and workshops.

The second approach was to have the OAC be a more active participant in the interinstitutional coordination process, actually working with community college students, faculty and counselors. This enables more community college staff to get to know the OAC and makes communications easier.

Staff availability, other responsibilities of the incumbent and size of the institution play a part in the direction the organization will take. While some offices are involved with "everything that gets a student into school", other offices are disseminators of information and offer direction, showing students where to go to solve a particular problem. The larger the institution, the more confusing the latter can be for the student. The less sympathetic the faculty and staff of an institution, the less successful this approach can be

also and the ACO is needed even more as a liaison person within the institution.

With an individual possessing recognized administrative support, which includes adequate staffing and budgeting, this office seems to function well, even with professional assistants doing much of the community college visitations. Thus it is possible to have the person in charge of the ACO performing other valuable functions for the university, within reason, and not impair his effectiveness in the transfer relations areas. Reporting to a top level administrator such as President or Vice President of Academic Affairs or Student Affairs seems most organizationally satisfactory.

Traveling to the community college campuses throughout the state is of major importance in aiding articulation. While the head of the office does not have to do all of this travel himself as noted above, the OAC's are the best representatives for the universities in state and regional councils and meetings. The representatives who do travel to the community colleges should carry an extensive, up-to-date selection of university literature pertaining to academic program areas and all student services available. It is important that the university representatives are well informed and honest counselors rather than "hard-sell" recruiters. It is important to communicate with counselors as well as students on campus visitations. Adequate notification to the community college needs to be given in advance, to assure proper publicity.

With the adoption of the Florida Articulation Agreement solving many academic problems, the majority of the problems

remaining are "people oriented." They may be categorized into three broad areas:

1. Problems of communication and cooperation that arise within and between the community colleges and the universities. This role as interinstitutional liaison was most prevalently noted on the role data tables and most frequently mentioned by all groups questioned as a primary value of this office. The ability to work positively with students, faculties, staffs and administrators in both the community colleges and the universities is a chief pre-requisite for success in this office.

2. Problems relating to the office organization are second in importance. This job requires a good deal of traveling to community colleges; however, a great deal of on-campus work needs to be done also. Professional staff for on the road as well as in the home office is recommended.

3. Individual student admissions problems is the third area of concern to the articulation counseling office. This is where an individual approach is most necessary. Community college deans and the ACO's themselves felt working with individuals is an important service this office offers to both the community colleges and the universities.

The roles and responsibilities data received from all respondees are summarized in Tables 3 and 4. Numbers and percentages are given for each ranking in every item. Notations are used for major areas of positive and negative responses.

Interinstitutional liaison stands out in receiving 90 percent of the responses as a major or top priority role for the OAC. Coordinator of articulation programs received 66 percent of the positive responses and intrainstitutional liaison, arbitrator for the articulation agreement, public relations and promotional activities, implementor of articulation agreement decisions and administrator--all received over 50 percent of positive responses.

On the negative side, only one role identity, that of researcher, received more than 50 percent of the negative responses.

Directors and organizers of seminars and workshops, non-academic counselors and directors of orientation for transfers were the only role data identities receiving over 30 percent of negative response.

Responsibility data, as Table 4 indicates, supports what tha ACO's are doing. All of the items received over 50 percent of positive responses. The three items that received 70 percent or more of the responses were: (1) develop and publish informational materials and brochures pertaining to transfer affairs, (2) liaison with academic deans and department heads concerning coordination and transition of comparable academic programs in the community colleges and (3) organization and administration of all functions pertaining to transfer affairs. No area of responsibility listed received more than 18 percent of the negative responses.

Tables 3 and 4 indicate the roles and responsibilities that are perceived to be most viable for the university articulation counseling offices and the persons who serve as their directors. The future of this office is perceived by the overwhelming majority of participants as expanding in value and service to postsecondary education. Most institutions, high schools, community colleges and universities will establish this type of liaison office as our education systems

become more student oriented.

While this type of office is slowly evolving throughout the country, a national organization has not as yet been established. This has been recommended by an incumbent and it would encourage the growth of such offices and aid in communications regarding roles, responsibilities and organizational patterns. The articulation problems are now becoming recognized for the importance they hold in successful university growth. Articulation counseling offices are successful in Florida; hopefully this study can contribute to their success throughout higher education.

Recommendations

While this study did not attempt to evaluate the individual ACO's, conclusions may be drawn as to the roles and responsibilities these offices best serve. The following recommendations are designed to aid in establishing the roles and responsibilities for ACO's in other institutions of higher education that desire to better serve their transfer students.

1. The OAC should have a recognized position in the institutional organization at least comparable to a college dean. This admisitrative support permits the OAC to become an effective and persuasive liaison officer within and without his institution.

2. The ACO should maintain personal contact with the two-year colleges relating to the university. This contact may be maintained through annual visits to each community college campus. During such visits primary contact should be made with students, academic counselors and teaching faculty. The purpose of these visits should be to provide information rather than chauvinistic recruiting.

3. One of the liaison functions of the OAC should be to represent the university at various workshops and conferences at which relationships with community colleges are of primary importance. These contacts provide groundwork for the development of additional avenues of communications.

4. Those students who plan to transfer to the university need specific information regarding university programs. The ACO can provide community college counselors and students with accurate and up-to-date information through the publishing of counseling manuals. As it is important to keep this information up-to-date, these manuals should be published annually.

5. Since the process of articulation is a complicated procedure involving many people and effecting many policies, it is important that the university maintain a source of accurate information regarding the official posture relating to articulation problems. The ACO should serve as a resource for the university in this regard and may also be an excellent ombudsman for students who encounter problems during transfer.

6. As another avenue for improving communications between faculty of the university and the community college, the ACO should organize both formal and informal workshops, meetings and conferences which deal with transfer problems and programs and which provide for mutual opportunity for exchange of policy changes and reactions.

TABLE 1

SUMMARY OF ROLE RESPONSES BY ALL OAC's

Role of officer as:	Priority: no 1	minor 2	middle 3	major 4	top 5	Total	
Administrator				4	5	9	*
Counselor - academic (for students)		2	1	4	2	9	
Counselor - other than academic (for students)		5	1	2	1	9	-
Interinstututional liaison		1		3	5	9	*
Intrainstitutional liaison			2	5	2	9	*
Arbitrator for the articulation agreement	1	1	1	3	2	8	
Ombudsman		1	2	4	2	9	
Public relations and promotional activities		1	4	1	3	9	
Recruiter			6	1	1	9	
Director of orientation for transfers	2	2	2	2	1	9	-
Implementor of articulation agreement decisions	2	1		3	3	9	
Coordinator of articulation (programs and curricula)	1		1	2	5	9	*
Researcher	2	2	3	1	1	9	-
Director and organizer of seminars and workshops	1	1	2	3	2	9	

Notes: 1 and 2: negative response.
3: neither positive nor negative.
4 and 5: positive response.
* Areas of strongest positive response.
- Areas of strongest negative response.

TABLE 2

SUMMARY OF RESPONSIBILITY RESPONSES BY ALL ACO's

1 indicates: Not this office's responsibility; the ACO should have no part in it.

2 indicates: Not this office's responsibility; the ACO should have input.

3 indicates: May or may not be this office's responsibility; the ACO should have input.

4 indicates: A responsibility of the ACO.

5 indicates: A major and exclusive responsibility of the ACO.

	1	2	3	4	5	Total	
Organization and administration of all functions pertaining to transfers.		2	1	5	1	9	
Liaison with deans and department heads concerning coordination and transition of comparable academic programs in the community college.		2		5	2	9	*
Conduct studies and research on transfer matters; provide feedback.			5	4		9	
Organize and conduct seminars and workshops on transfer problems and programs.		2		5	2	9	*
Develop and publish informational materials pertaining to transfer affairs.			2	3	4	9	*
Participate in local,regional and national meetings and conferences.			2	6	1	9	*
Recommend policies and procedures concerning matters pertaining to transfer affairs.			3	5	1	9	
Coordinate transfer functions on campus with all related offices.		2	2	2	3	9	

Source: Sandeen and Goodale, 1972, p. 196.

Notes: 1 and 2: negative response.
3: neither positive nor negative.
4 and 5: positive response.
* Areas of strongest positive response.

TABLE 3

BEST COPY AVAILABLE

SUMMARY OF ALL ROLE RESPONSE CHARTS

Role of officer as:	Priority: no 1 #	%	minor 2 #	%	middle 3 #	%	major 4 #	%	top 5 #	%	Total #	%
Administrator	4	3.7	9	8.4	31	29.0	29	27.1	25	23.4	98	91.6
Counselor - academic	12	11.2	17	15.9	23	21.5	25	23.4	27	25.2	104	97.2
Counselor - other than acadmeic	10	9.3	27	25.2	29	27.1	23	21.5	13	12.5	102	95.3
Interinstitutional liaison			1	.9	10	9.3	29	27.2	67	62.6	107	100.0
Intrainstitutional liaison	8	7.5	7	6.5	22	20.6	28	26.2	39	36.4	104	97.2
Arbitrator for the articulation agreement	8	7.5	14	13.1	18	16.8	30	28.0	35	32.7	105	98.1
Ombudsman	6	5.6	25	23.4	29	27.1	20	18.7	26	24.3	106	99.1
Public relations and promotional activities			15	14.0	29	27.1	30	28.0	30	28.0	104	97.2
Recruiter	10	9.3	12	11.2	27	25.2	15	14.0	26	24.3	90	84.1
Director of orientation for transfers	19	17.8	14	13.1	30	28.0	28	26.2	13	12.5	104	97.2
Implementor of articulation agreement decisions	13	12.5	9	8.4	19	17.8	32	29.9	28	26.2	101	94.4
Coordinator of articulation (programs and curricula)	8	7.5	9	8.4	17	15.9	34	31.8	36	33.7	104	97.2
Researcher	23	21.5	35	32.7	21	19.6	20	18.7	4	3.7	103	96.3
Director and organizer of seminars and workshops	18	16.8	23	21.5	24	22.4	27	25.2	5	4.7	107	100.0

Notes: 1 and 2: negative response.
3: neither positive nor negative.
4 and 5: positive response.
* Areas of strongest positive response.
- Areas of strongest negative response.

TABLE 4

SUMMARY OF ALL RESPONSIBILITY RESPONSE CHARTS

BEST COPY AVAILABLE

1 indicates: Not this office's responsibility; the ACO should have no part in it.

2 indicates: Not this office's responsibility; the ACO should have input.

3 indicates: May or may not be this office's responsibility; the ACO should have input.

4 indicates: A responsibility of the ACO.

5 indicates: A major and exclusive responsibility of the ACO.

	1		2		3		4		5		Total	
	#	%	#	%	#	%	#	%	#	%	#	%
Organization and administration of all functions pertaining to transfers.	7	6.5	12	11.2	23	21.5	46	43.0	29	27.1	93	86.7 *
Liaison with deans and department heads concerning coordination and transition of comparable academic programs in the community college.	3	2.8	7	6.5	13	12.5	42	39.3	35	32.7	101	94.4 *
Conduct studies and research on transfer matters; provide feedback.			11	10.3	34	31.8	40	37.4	15	14.0	100	93.5
Organize and conduct seminars and workshops on transfer problems and programs.	7	6.5	8	7.5	23	21.5	43	40.2	18	16.8	99	92.5 *
Develop and publish informational materials pertaining to transfer affairs.	3	2.8	3	2.8	15	14.0	47	43.9	33	30.8	101	94.4 *
Participate in local, regional and national meetings and conferences.	2	1.9	6	5.6	24	22.6	50	46.7	17	15.4	99	92.5 *
Recommend policies and procedures concerning matters pertaining to transfer affairs	2	1.9	2	1.9	25	23.4	46	43.0	24	22.4	99	92.5 *
Coordinate transfer functions on campus with all related offices.	4	3.7	8	7.5	20	18.7	35	32.7	34	31.8	101	94.4

Source: Sandeen and Goodale, 1972, p. 196.

Notes: 1 and 2: negative response.
3: neither positive nor negative.
4 and 5: positive response.
* Areas of strongest positive response.

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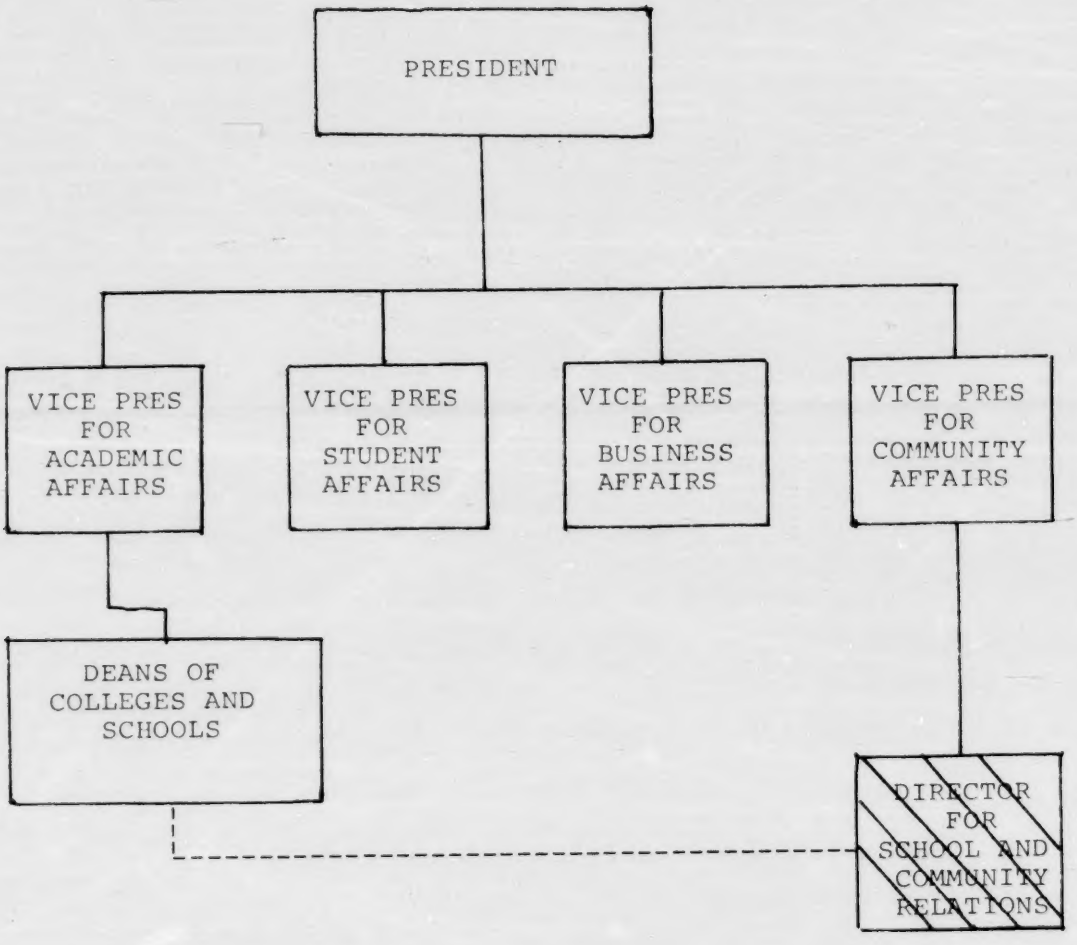
PRESIDENT
VICE PRES FOR ACADEMIC AFFAIRS
VICE PRES FOR STUDENT AFFAIRS
VICE PRES FOR BUSINESS AFFAIRS
VICE PRES FOR COMMUNITY AFFAIRS
DEANS OF COLLEGES AND SCHOOLS
DIRECTOR FOR SCHOOL AND COMMUNITY RELATIONS

FIGURE 1

ORGANIZATIONAL CHART FOR INSTITUTION NO. 1

BEST COPY AVAILABLE

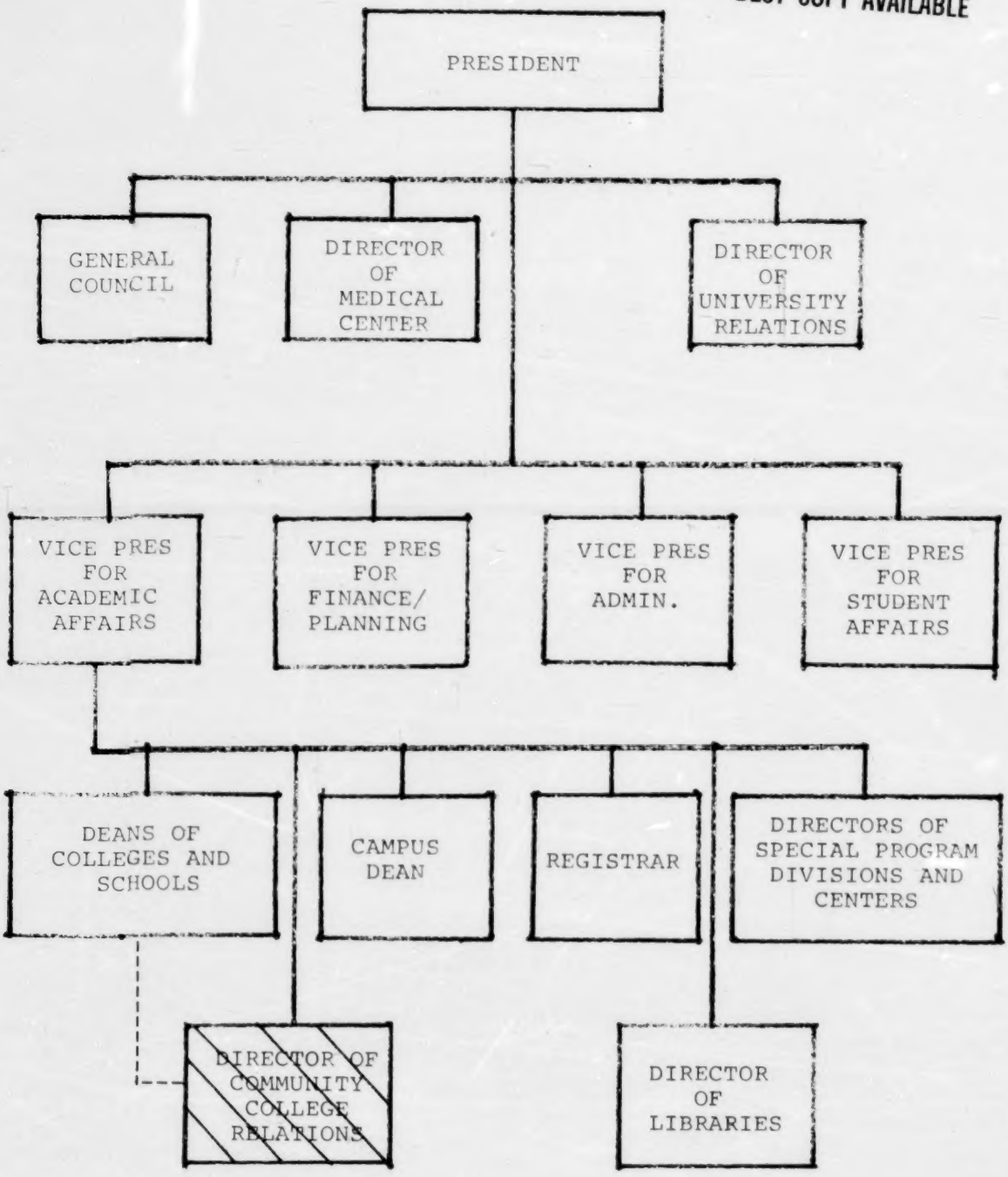

FIGURE 2

ORGANIZATIONAL CHART FOR INSTITUTION NO. 2

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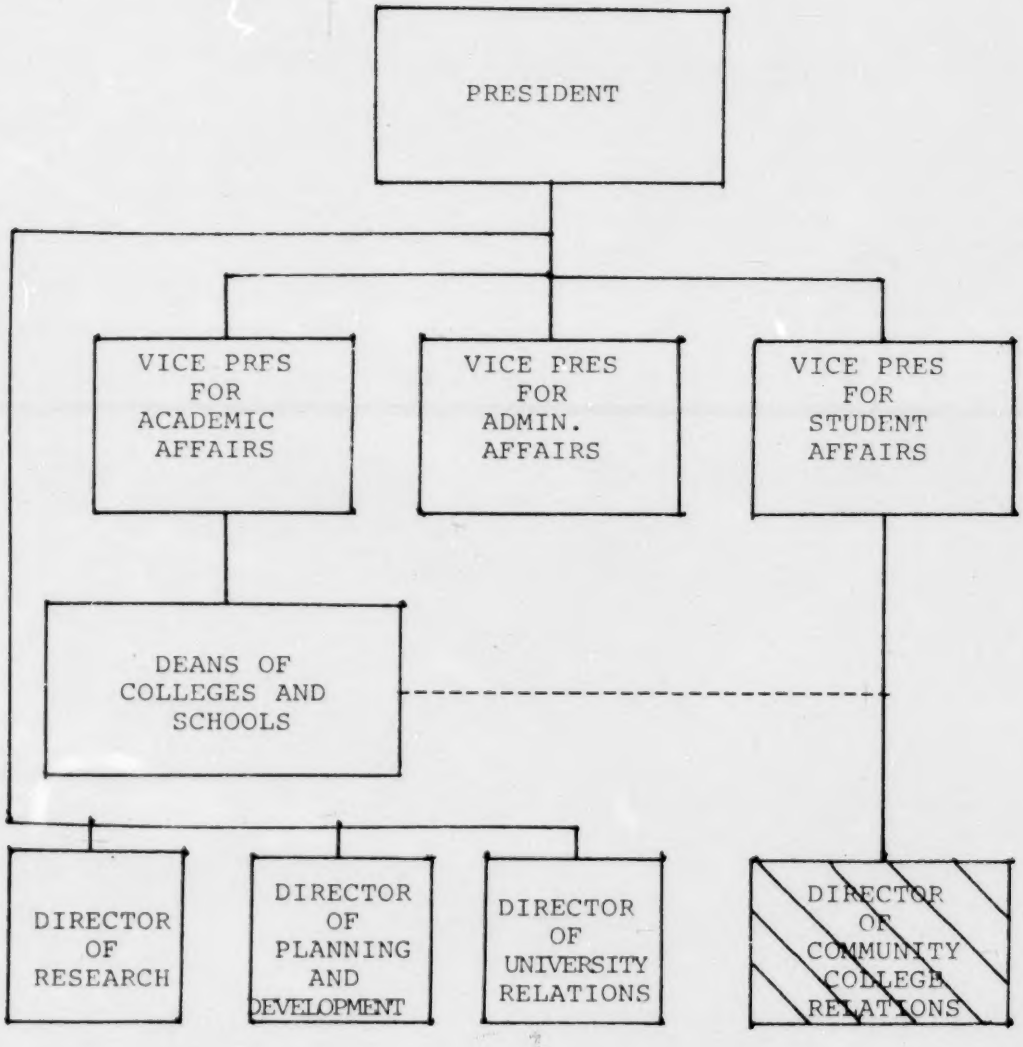
PRESIDENT
VICE PRFS FOR ACADEMIC AFFAIRS
VICE PRES FOR ADMIN. AFFAIRS
VICE PRES FOR STUDENT AFFAIRS
DEANS OF COLLEGES AND SCHOOLS
DIRECTOR OF RESEARCH
DIRECTOR OF PLANNING AND DEVELOPMENT
DIRECTOR OF UNIVERSITY RELATIONS
DIRECTOR OF COMMUNITY COLLEGE RELATIONS

FIGURE 3

ORGANIZATIONAL CHART FOR INSTITUTION NO. 3

BEST COPY AVAILABLE

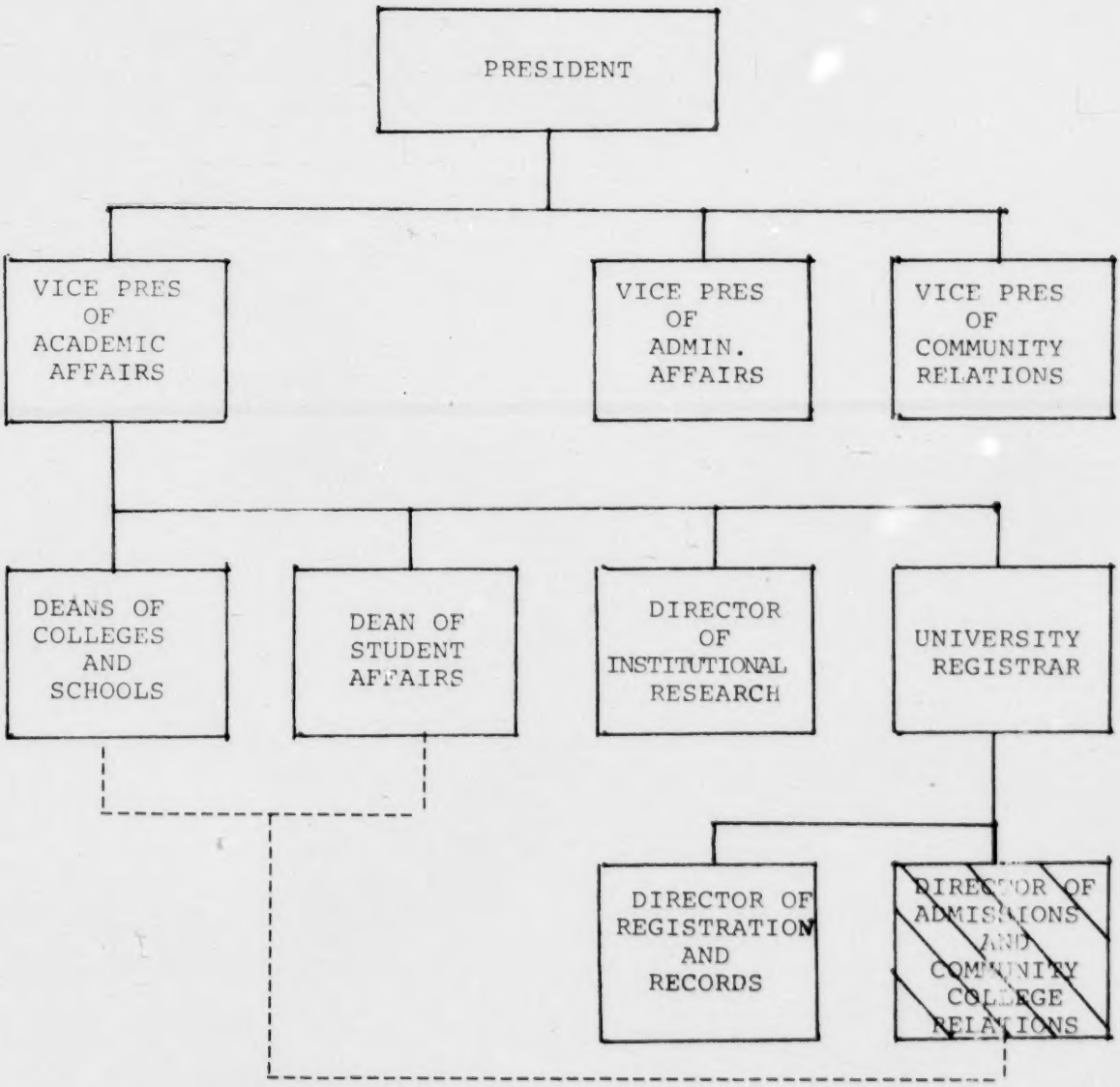
PRESIDENT
VICE PRES OF ACADEMIC AFFAIRS
VICE PRES OF ADMIN. AFFAIRS
VICE PRES OF COMMUNITY RELATIONS
DEANS OF COLLEGES AND SCHOOLS
DEAN OF STUDENT AFFAIRS
DIRECTOR OF INSTITUTIONAL RESEARCH
UNIVERSITY REGISTRAR
DIRECTOR OF REGISTRATION AND RECORDS
DIRECTOR OF ADMISSIONS AND COMMUNITY COLLEGE RELATIONS

FIGURE 4

ORGANIZATIONAL CHART FOR INSTITUTION NO. 4

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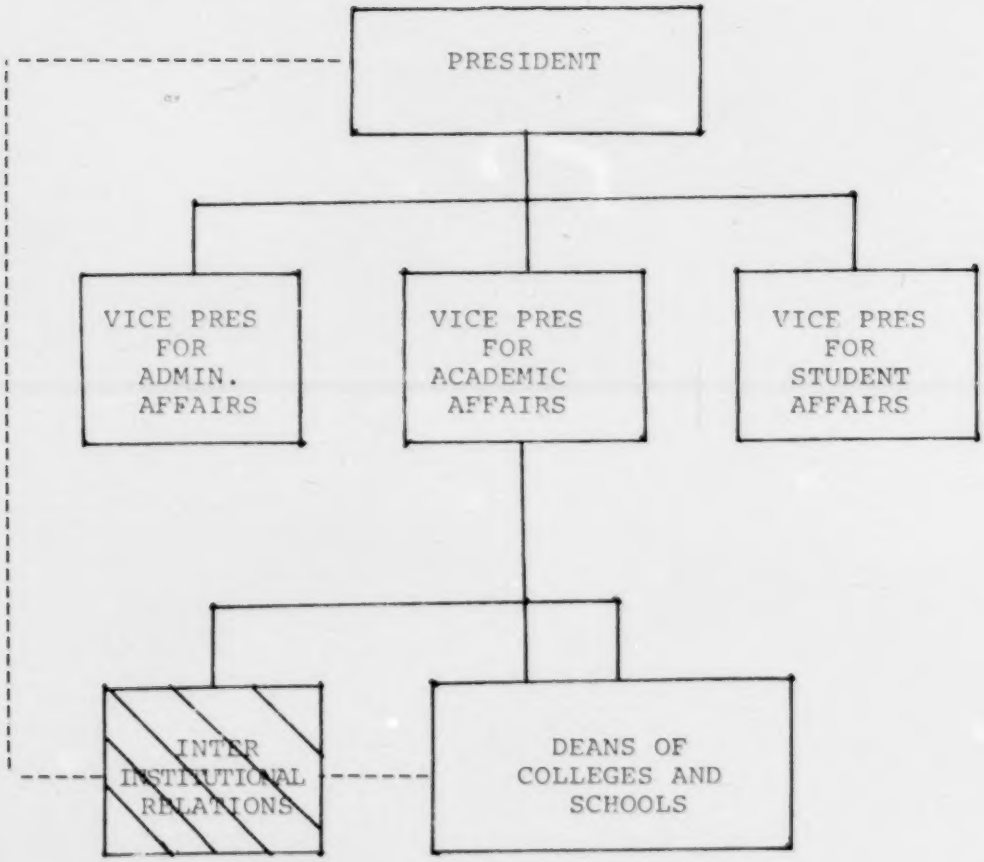
PRESIDENT
VICE PRES FOR ADMIN. AFFAIRS
VICE PRES FOR ACADEMIC AFFAIRS
VICE PRES FOR STUDENT AFFAIRS
INTER INSTITUTIONAL RELATIONS
DEANS OF COLLEGES AND SCHOOLS

FIGURE 5

ORGANIZATIONAL CHART FOR INSTITUTION NO. 5

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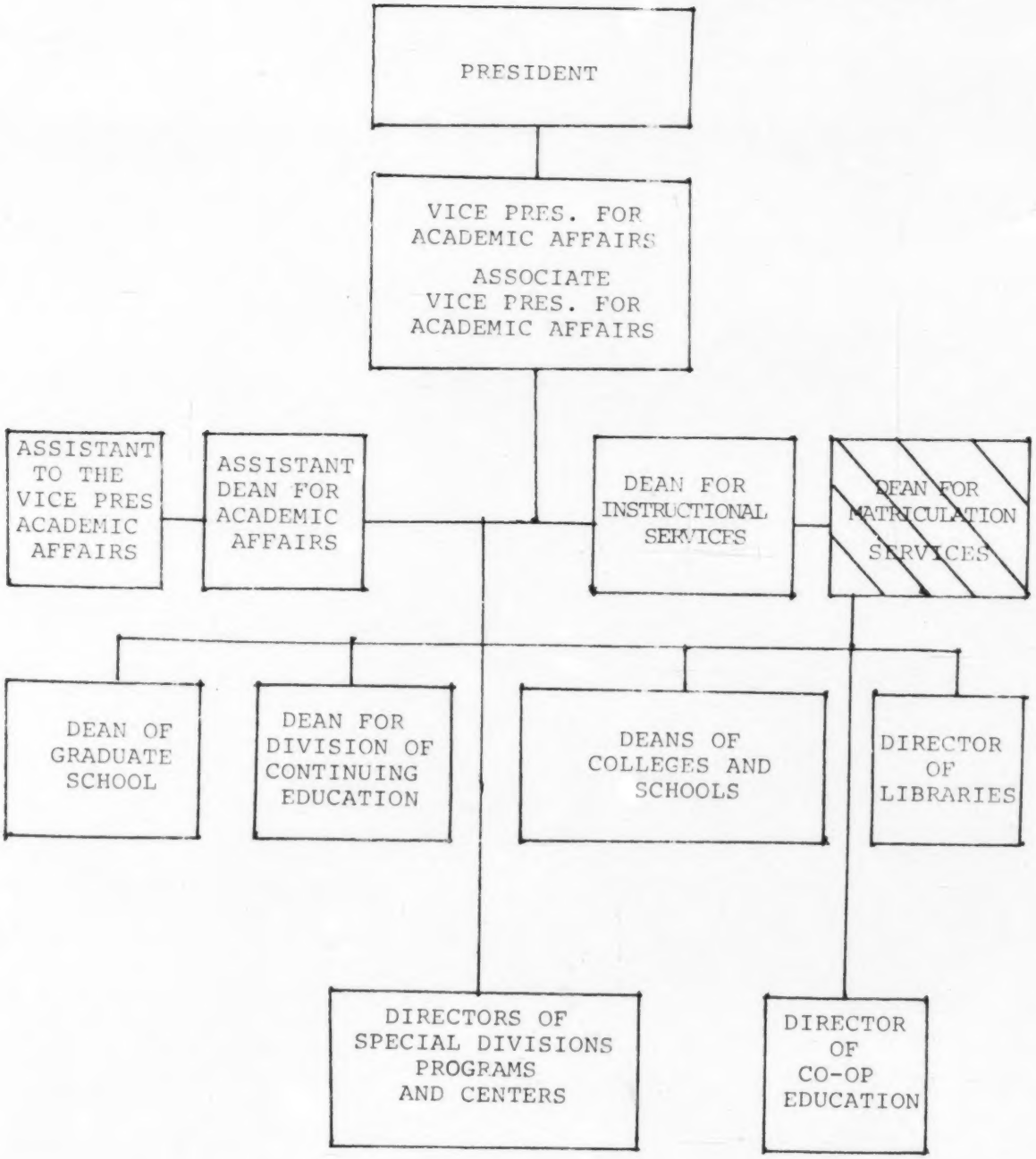
PRESIDENT
VICE PRES. FOR ACADEMIC AFFAIRS
ASSOCIATE VICE PRES. FOR ACADEMIC AFFAIRS
ASSISTANT TO THE VICE PRES ACADEMIC AFFAIRS
ASSISTANT DEAN FOR ACADEMIC AFFAIRS
DEAN FOR INSTRUCTIONAL SERVICES
DEAN FOR MATRICULATION SERVICES
DEAN OF GRADUATE SCHOOL
DEAN FOR DIVISION OF CONTINUING EDUCATION
DEANS OF COLLEGES AND SCHOOLS
DIRECTOR OF LIBRARIES
DIRECTORS OF SPECIAL DIVISIONS PROGRAMS AND CENTERS
DIRECTOR OF CO-OP EDUCATION

FIGURE 6

ORGANIZATIONAL CHART FOR INSTITUTION NO. 6

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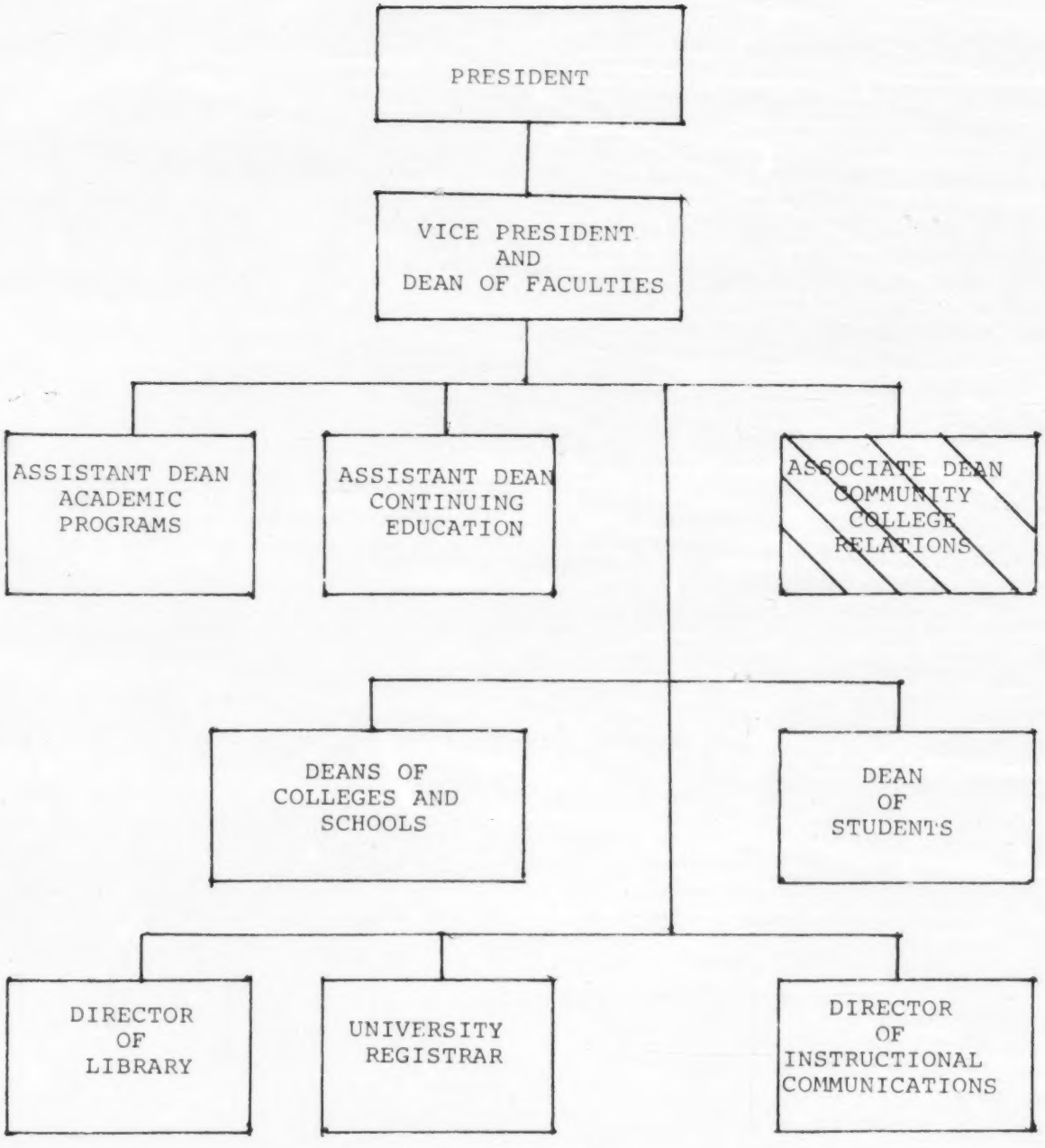

FIGURE 7

ORGANIZATIONAL CHART FOR INSTITUTION NO. 7

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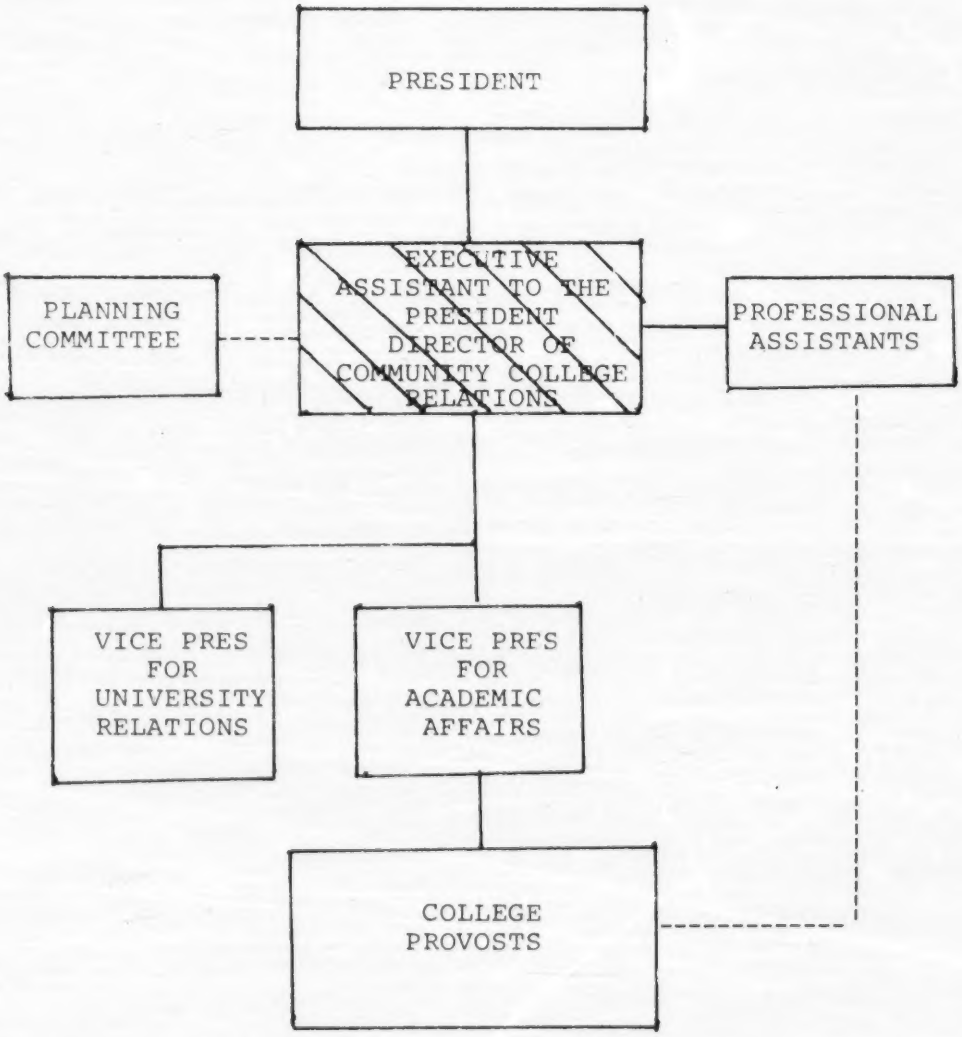

FIGURE 8

ORGANIZATIONAL CHART FOR INSTITUTION NO. 8

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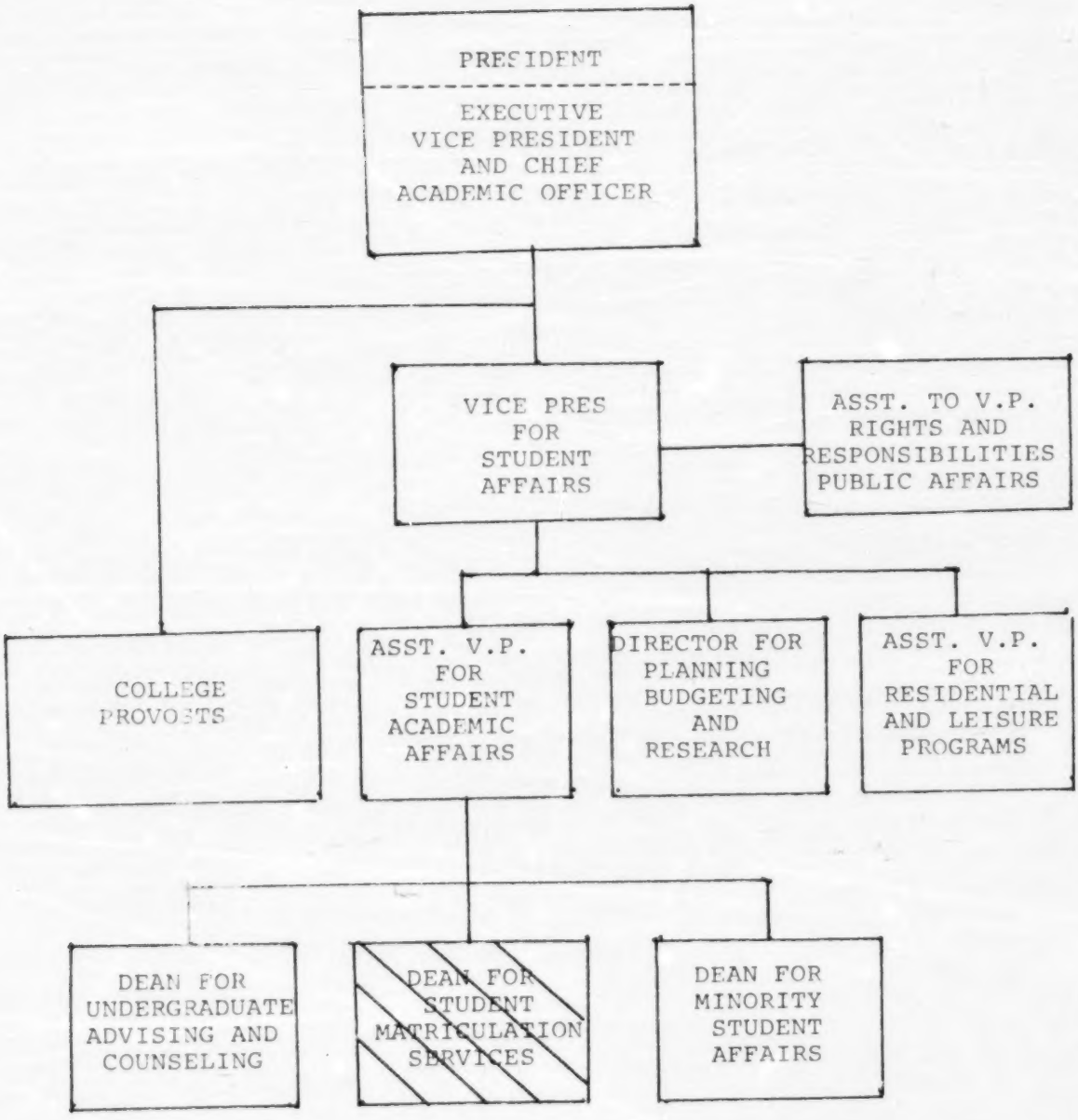
PRESIDENT
EXECUTIVE VICE PRESIDENT AND CHIEF ACADEMIC OFFICER
VICE PRES FOR STUDENT AFFAIRS
ASST. TO V.P. RIGHTS AND RESPONSIBILITIES PUBLIC AFFAIRS
COLLEGE PROVOSTS
ASST. V.P. FOR STUDENT ACADEMIC AFFAIRS
DIRECTOR FOR PLANNING BUDGETING AND RESEARCH
ASST. V.P. FOR RESIDENTIAL AND LEISURE PROGRAMS
DEAN FOR UNDERGRADUATE ADVISING AND COUNSELING
DEAN FOR STUDENT MATRICULATION SERVICES
DEAN FOR MINORITY STUDENT AFFAIRS

FIGURE 9

ORGANIZATIONAL CHART FOR INSTITUTION NO. 9

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